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THE BEACON: A Guide to Faculty Development at St. Norbert College, Vol. IV, No. 4

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Lampreys, Eels, and Skinks, with Small Potatoes

Phil Cochran

Why bother with a small grants program? After all, compared to a fat federal grant and the research effort it can support, an SNC Faculty Development Summer Grant seems like pretty small potatoes. What can be accomplished with such an insignificant investment? In 1988, I received summer funding from the Faculty Development Program for a proposal entitled "Lampreys, Eels, and Skinks." To those who don't recognize these creatures, my title might read like the list of ingredients for some strange witches' brew, but I'd rather discuss my recipe for small potatoes.

My 1988 summer grant produced support for three more or less separate lines of research:

- (1) preparation of invited chapters on lampreys and eels for a comprehensive new book on the fishes of Minnesota;
- (2) preparation of an account on prairie skinks for the *Catalog of American Amphibians and Reptiles* (an attempt to summarize what is known about each American species);
- (3) my continuing study of the distribution and ecology of the southern brook lamprey in northwest Wisconsin.

Item (1) was a direct result of research funded by a 1986 Faculty Development Summer Grant, by which I was able to document the presence in Minnesota of two species of brook lampreys not previously known to occur in that state. Items (1) and (2) were similar in scope in that both required a literature review

for each species, examination of museum collections of preserved specimens, and preparation of geographic distribution maps. Much of this I accomplished during a trip to the Twin Cities last June. Item (3) was also funded by a Lois Almon Small Grant from the Wisconsin Academy of Arts, Sciences, and Letters. The additional funding enabled me to support and train two student field assistants (one hails from northwest Wisconsin and will continue lamprey surveys in future summers).

I'm still in the process of completing my book chapters and other final products. After completing our summer fieldwork, however, I'm excited by our findings and about certain unforeseen developments.

*"If you were to ask me
why I do science, I'd say
because I like it."*

Prior to our 1988 survey, the southern brook lamprey was known in Wisconsin from only one specimen from the Wood River and twenty specimens from three localities along the Namekagon River. Indeed, the status of the species in Wisconsin was uncertain. In 1988, we collected southern brook lampreys at seven localities, including five new sites along the Namekagon River and one site on the Yellow River. Hundreds of

individuals were observed at some sites. It is now clear that southern brook lampreys are not an endangered species in Wisconsin.

We collected two other species of lampreys during our survey. The chestnut lamprey, a parasitic species, occurred at several sites with southern brook lampreys. I was able to bring several individuals home alive and used them in laboratory experiments on feeding behavior last summer and in classroom demonstrations last fall. More unexpected were the several northern brook lampreys that turned up in our samples. Their presence shot down one of my pet hypotheses about lamprey distribution patterns, but that's science.

By timing our survey to coincide with the lamprey spawning season, we were able to collect new data on spawning habitat and behavior. Some of our observations conflicted with conventional wisdom. Although lampreys typically are reported to spawn in open, shallow, gravel-bottomed habitat, we found many spawning lampreys concealed beneath boulders or other objects. This secretive behavior may help to explain why southern brook lampreys remained undetected in Wisconsin until recently. A quantitative analysis of cavity spawning will form the basis of a student-coauthored manuscript now in preparation. I presented our results this summer in San Francisco at the annual meeting of the American Society of Ichthyologists and Herpetologists.

(continued on page 2)

The timing of our 1988 survey was fortuitous for reasons that could not have been anticipated. Not long after returning from the field, I was contacted by a biologist from Alabama planning a biochemical comparison of all lamprey species in America. Would I be able to help him locate lampreys in Wisconsin? Two weeks earlier, my reply would have been tentative at best, but now I'm in a position to supply him with all six species. I am especially excited by this development because his analysis should reveal once and for all whether the "southern brook lampreys" from Wisconsin are in fact a species new to science.

*" . . . when serendipity rolls
its dice, unanticipated spin-offs
materialize and both questions
and answers snowball."*

A second unanticipated development lends support to this possibility. A publication that appeared last fall promoted the use of anatomical measurements not previously used to distinguish among lamprey species. One of my students is now using these measurements to compare the southern brook lampreys he helped to collect last summer in Wisconsin to those from the southern United States. Differences are statistically significant.

If you were to ask me why I do science, I'd say because I like it. If you pressed me for a more substantial answer, I might say that the goal of doing science is to increase our ability to predict. Ironically, however, it is impossible for anyone to predict just exactly what benefits will accrue from a particular piece of research. Good science does answer predesigned questions, but when serendipity rolls its dice, unanticipated spin-offs materialize and both questions and answers snowball. Maybe that's why I like doing science.

And maybe the value of a Faculty Development Summer Grant is that it gets that snowball rolling. Maybe it has a predictable, catalytic effect, or maybe it just takes some luck for the proper pieces to fall into place. Then again, maybe it's true that luck is the residue of design, at least when a summer grants program is part of that design.

The Principal Characters:

After an earlier *Beacon* article on my research with lampreys, some colleagues pleaded ignorance of just what a lamprey is. This time around I've decided to provide brief descriptions of my study animals:

Lampreys are an ancient group of fishes distinguished by their long, smooth, snakelike bodies and by their lack of jaws. With a mouth that looks and functions like a suction cup with teeth, a lamprey is adapted for attaching to surfaces.

Parasitic lampreys attach to other fishes and, like piscine Shylocks in reverse, remove their victims' blood without exacting a pound of flesh. The much smaller **brook lampreys** are nonparasitic species that do not feed during their brief adult lives.

Eels, because of their long snakelike bodies, are sometimes confused with lampreys, hence the common, but incorrect, expression, "lamprey eels." Unlike lampreys, eels possess true biting jaws. To help my students keep this straight, I teach them the following verse, sung to the tune recently repopularized by the film, *Moonstruck*:

*"When an eel lunges out and it bites off
your snout, that's a moray.
If it swims very close and it sticks
to your nose, that's a lamprey . . ."*

Perhaps the most interesting fact about eels is that all American eels, including those that occasionally turn up in the Fox River here in De Pere, hatch from eggs laid in the Sargasso Sea near the West Indies.

Prairie skinks are small, striped, ground-dwelling lizards with shiny scales and relatively tiny legs. The prairie skink is one of the very few lizards that can tolerate Wisconsin's cool climate and is even found in Canada, but it is also found as far south as Texas.



GLEANINGS

"The best thing for being sad . . . is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then — to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you."

— T.H. White

Merlyn speaking to young Arthur in *The Once and Future King*

Faculty to Discuss Jacoby's *The Last Intellectuals*

Where have all the intellectuals gone? Gone to graveyards, everyone — or at least on their way, if we are to believe Russell Jacoby's lament. His critical manifesto, *The Last Intellectuals*, is the target of this semester's faculty discussion group.

According to Jacoby, no young intellectuals (under forty-five) have come along to take the places of such past guardians of public culture as Lewis Mumford, Sidney Hook, Jane Jacobs, and C. Wright Mills. He speaks of intellectuals in a restricted sense: "My concern is with public intellectuals, writers and thinkers who address a general and educated audience" (p. 5).

Jacoby is not claiming an absence of intelligent people. They abound, to be sure, but mostly in academia — a demographic anomaly that he views with palpable alarm.

I suggest we begin our discussions at this point. Do we believe Jacoby's assertion? In fact, one of our colleagues has already fired an early-warning shot in the debate, nominating six young public intellectuals as counterexamples in her response to the invitation to participate.

Jacoby proceeds to furnish at least three explanations for the absence of young intellectuals, and these observa-

tions are of interest in their own right, whether or not you buy his initial premise. He notes the demise of urban bohemia, especially Greenwich Village, where, before the era of high rents, intellectuals of various stripes could congregate and commune. Compounding the problem is the dying off of small, independent magazines, journals, and newspapers that sustained and nourished the free-lance writers of the past.

Jacoby saves his harshest criticism for the academy. (In fact, the subtitle of the book is *American Culture in the Age of Academe*.) If Jacoby is right, the young intellectuals have abandoned the Village and headed for the campuses. Instead of becoming free-lance writers, they've become assistant professors. And there's the rub.

As professors, they are often engaged in trivial pursuits along arcane avenues of research, speaking and writing as specialists to specialists in a barren language that only specialists can understand. The irony is that it is not their fault. That is the academic career path. That is how the reward system is set up. The young professors are not antisocial; they are simply economically rational.

What is lost in this process, however, is a common culture with a common

language — a culture that binds together educated persons of many persuasions, and a language whose elegance and directness touches us all. I anticipate that this sweeping indictment of the academic scene will generate our liveliest debate.

Jacoby's book is provocative and stimulating, but it also has serious flaws. The treatment of intellectuals focuses primarily on literary and social criticism, ignoring the arts and sciences, where, significantly, his argument would be less persuasive. And his extended and tiresome critique of New Left scholars smacks of ax-grinding. After all, there are a lot of academic young lions in the mainstream.

Perhaps Jacoby's book will renew our faith in the special advantages of a small college. I suspect, for example, that he would approve of our interdisciplinary discussion group, even if we were discussing another book.

Three discussions are scheduled. We will meet in the basement lounge of the Carriage House on September 8, 22, and 29. Come at 3 p.m. for wine and cheese, compliments of the Office of Faculty Development. Discussion begins at 3:15 p.m. See you there.

— Larry Thorsen

DISCUSSION SCHEDULE:

The Last Intellectuals

Friday, September 8

Friday, September 22

Friday, September 29

Carriage House Basement Lounge

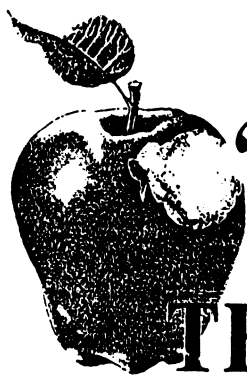
Discussion: 3:15 p.m.

Additional copies on reserve in the
Faculty Development Resource Center, Boyle 320.

THE BEACON is an occasional newsletter published as a service for St. Norbert College faculty by the Office of Faculty development. **THE BEACON'S** purpose is to serve as a medium for exchanging ideas about teaching and scholarship, and for sharing information about faculty development activities and programs.

The editor invites your comments, suggestions, and contributions.

Editor: Kenneth J. Zahorski
Director of Faculty Development
Room 320, Boyle Hall
St. Norbert College
De Pere, Wisconsin 54115



“FOOD FOR THOUGHT”

Series Offers Attractive Fall Program

Your itinerary? Tours of China, England, and Scotland, with a final stop in the more familiar realm of Academia. Complete arrangements for this fascinating trip have been made for you by the Office of Faculty Development. All you need do is find your own transportation to Union Conference Room 201 BC at noon on September 12, October 17, and November 14. As an added bonus, you will receive a complimentary dessert and beverage on each leg of the trip. No deposit required.

We hope you will join your colleagues on this journey toward enrichment and learning. As “Food for Thought” enters its fifth season it brings to you a particularly appealing series of programs. Following are brief descriptions of the presentations scheduled for the fall semester.

Tuesday, September 12:

“China: Exchanges and Changes”

Recent events have brought China to the forefront of the world’s consciousness. It was during a more settled time, however, that **Rick Poss** (Mathematics) and his wife **Cindy** made arrangements to lead a delegation of Wisconsin mathematicians on a visit to the People’s Republic of China.

The purposes of the visit (partially supported by a Faculty Development Fund Grant) were to present lectures at several schools in Hunan and Yunnan Provinces, exchange ideas with Chinese educators, and strengthen the connections between St. Norbert College and Hunan Normal University. These goals were achieved, but, in retrospect, seem almost insignificant in light of the changes taking place in China even while Rick and Cindy were there. The slide presentation will describe their visit and the effects they felt from the events taking place around them.

Tuesday, October 17:

“Stone Rows and Circles: England and Scotland Through the Lens of a Sabbatical”

Stone rows and circles, single megaliths, henges, cairns, tors, and encompassing views of remote landscapes are the subject matter of **Jim Cagle’s** (Art) recent photographs. In the fall of 1988, while on sabbatical leave, Jim traveled 2,300 miles over four weeks visiting prehistoric regions of England and Scotland to gather materials for a new course and personal art work.

His new images are based on many hours of walking, observing, discovery, and reflecting in quiet isolation. He will present slides of this work and offer insights into its aesthetic, as well as make reference to British climate, driving practices, B & Bs, and sheep.

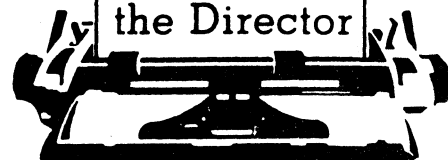
Tuesday, November 14:

“Academic Integrity: Problems and Proposals”

In fall of 1987, the Office of Student Life, as a result of efforts by the S.N.C. Subcommittee on Academic Integrity, published two brochures on academic integrity — one for faculty and one for students. Since that time, faculty have continued to express concerns about academic dishonesty, particularly as regards cheating on exams and plagiarism on papers written outside of class.

Using our College-wide policies as a reference point, in this “Food for Thought” session **David Duquette** (Philosophy), **Sandra Odorzynski** (Economics), and **Larry Thorsen** (Mathematics) will explore ways individual faculty members can better inform students of their responsibilities for being academically honest, will consider strategies for encouraging greater honesty in students, and will discuss procedures for dealing with cases of student dishonesty.

Notes from the Director



A New Semester’s Resolution

If you haven’t been in the Faculty Development Resource Center (Boyle 320) lately, make a new semester’s resolution to visit it soon. You’ll be pleasantly surprised by how it has grown. Here is a sneak preview of some of the things you will find there.

Turn left upon entering the Center and you will see three bookcases holding over seven hundred texts divided into categories ranging from “Instructional Technology” to “Legal Issues in Higher Education.” To your right are two more bookcases, one containing a good selection of periodicals and newspapers (e.g. *Change*, *College Teaching*, *The Journal of Higher Education*, *Education Report*, *AAHE Bulletin*), and the other dozens of videotapes designed to help you enhance your teaching skills. On a shelf below the videotapes is the newest edition of *Books in Print*.

After you’ve leisurely explored the contents of the bookcases, amble over to the file cases standing in the southeast corner of the Center. They contain several helpful resources, including a Grants Registry File with alphabetically arranged folders (including application forms) on over 100 foundations and granting agencies; several hundred articles on a wide range of professional topics; sample syllabi and examinations; copies of successful Faculty Development Fund, Summer Grants, and sabbatical applications; and extra copies of *The Beacon*.

On top of the file cases is a 19” NEC color monitor and a Panasonic ½” VHS recorder. Get acquainted with this equipment by previewing a tape you plan to show your students, or by watching one of the Center’s tapes — perhaps our newest acquisition, a tape of **Parker Palmer** delivering his keynote address at the Spring 1989 WAICU Faculty Development Network Conference.

Directly across from the file cases is another popular piece of equipment — an IBM-PC with hookups to both a

(continued on page 5)

Resolution (continued from page 4)

Proprinter and state of the art Laser Jet Printer. (The other day, a colleague showed me a copy of an article he had just printed using the Laser Jet, commenting proudly on its professional appearance.) Some who use the PC bring their own software; others prefer to draw upon the Center's software library, which contains Nota Bene III, Nota Bene Bibliography Generator, PFS Write, VP Planner, Wordstar Professional, Wordperfect 5.0, and PC Style.

Adjacent to the computer work station — and within easy arm's reach — is a portable book stand housing a collection of reference texts designed to aid the researcher, the writer, and the editor. Nothing is more frustrating, and time wasting, than having to leave the room to check a spelling or usage rule. When you work on a project in the Resource Center all the resource tools you'll need are within a few steps from your work station.

There are, of course, other things to see in the Center. However, I'll end my tour here, hoping you'll complete it on your own. One other thing. Before you leave the Center, be sure to check out a book which strikes your fancy. All you have to do is fill out a checkout form and leave it on the desk.

I look forward to seeing you in the Resource Center. After you visit I think you'll agree that not all resolutions need be unpleasant.

K.J.Z.



GLEANINGS

"Morality is not properly the doctrine of how we make ourselves happy, but how we make ourselves worthy of happiness."

— Immanuel Kant

"What lies behind us and what lies before us are tiny matters compared to what lies within us."

— Ralph Waldo Emerson

INTERNATIONAL FORUM



ISAC and Killeen Chair to Co-sponsor Teach-in on South Africa

The first Killeen Chair Series program will feature Allan Boesak, a South African minister, the first Black president of the World Alliance of Reformed Churches, and a founder of the anti-apartheid United Democratic Front. Boesak will speak October 10 at 7 p.m. in Walters Theatre (APHFA). In order for the SNC community to place his speech in some context, ISAC and the Killeen Chair will sponsor a two-part series before his campus appearance, and also a follow-up program.

Two documentaries, *Generations of Resistance* (1980, 52 minutes) and *Allan Boesak: Choosing for Justice* (1984; 28 minutes), will be shown September 27. Robert Kramer, Assistant Professor of History, and Karina O'Malley, Assistant Professor of Sociology, will discuss the current situation in South Africa, September 28.

Two feature-length films focusing on South Africa will be shown as part of the International Film Series. The 1986 South African film, *Place of Weeping*, starring James Whyle and Geini Mhlophe, will be shown September 13 and either *A World Apart* or *Cry Freedom* will be shown October 4. Both films are scheduled in Boyle 122 at 7 p.m.

Subsequent to Boesak's visit, the focus will broaden to include the U.S. and its relationship with South Africa. A teach-in scheduled for October 25 will examine options for U.S. foreign policy, Church policy, and individual decisions in regard to South Africa. Participants will include Christine Firer-Hinze, Assistant Professor of Religious Studies, and Larry McAndrews, Assistant Professor of History. All parts of the teach-in will be held at 7:30 p.m. in Room 122, Boyle Hall.

— Elizabeth King



REMINDER

The Faculty Development Committee is now accepting Faculty Development Fund applications.

Please call Ken Zahorski (Ext. #3093) if you need application forms or additional information.



TEACHING TIPS

Verbal and Nonverbal Immediacy in the Classroom

— or —

“Stop Hiding Behind the Podium and Talk with Your Students”

James W. Neuliep

A body of research is developing within the communication field that examines teacher behaviors as they relate to student-learning outcomes. One particular area of interest is that of teacher immediacy behaviors. Immediacy behaviors are those communicative (verbal and nonverbal) behaviors that increase closeness to and interaction with another. Simply stated, teacher immediacy behaviors are those verbal and nonverbal behaviors that reduce physical and psychological distance between teacher and student.

Much of the research in this area is based on Albert Mehrabian's seminal work and is being conducted in the Communication Studies Department at West Virginia University. Their research indicates a strong positive relationship between teacher immediacy behaviors and affective, behavioral, and cognitive student learning. The teacher who lectures for fifty minutes from behind a podium is not likely to be perceived as very immediate. **Thus, Tip #1: Stop hiding behind the podium.**

Teachers wanting to enhance their immediacy behaviors should incorporate into their teaching style some specific nonverbal behaviors, including: (a) reducing physical distance between instructor and student, (b) smiling, (c) using direct — but not confrontational — eye contact, (d) using more body movement, (3) being vocally expressive, (f) gesturing, (g) moving around the classroom, and (h) maintaining a relaxed body position.

Remember back in second grade when you saw your teacher in the grocery store? You could hardly believe s/he had a life outside the classroom. **Thus, Tip #2: Talk with your students about something other than your class.**

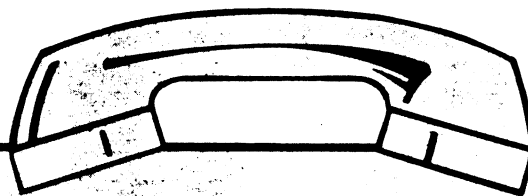
Verbal behaviors likely to enhance one's immediacy include: (a) using humor, (b) initiating conversations

before and after class, (c) practicing self-disclosure by using personal examples and anecdotes, (d) soliciting student input on issues through their questions and opinions, and (e) inviting students to meet with you outside of class if they have questions.

These verbal and nonverbal behaviors, although overt, are probably processed unconsciously by students. The effects, however, can be dramatic. Thus, those teachers wanting to subtly improve

their impact on students should try implementing some immediacy behaviors in the classroom.

Editor's Note: Last June, not long after they had received the Leonard Ledvina Outstanding Teacher of the Year Award, I invited Jim Neuliep (Communication) and Dave Klopotek (Chemistry) to write a "Teaching Tips" article. Dr. Neuliep's contribution appears above; Dr. Klopotek's will appear in the October issue of The Beacon.



CALL FOR ARTICLES AND REVIEWS FOR THE BEACON

I invite you to submit articles and reviews of approximately 400-700 words for publication in **THE BEACON**.

The following list of topics and approaches is meant to be illustrative, not definitive:

- Teaching strategies and techniques—
- S.N.C. faculty development activities and programs—
- Ongoing research, artistic, and scholarly projects—
- Convention, conference, workshop reports—
- Contemporary issues in higher education—
- Critiques of books, articles, monographs, and national reports dealing with teaching, higher education, and scholarship—
- Philosophical musings on education, teaching, and scholarship—

PLEASE SEND SUBMISSIONS TO:

Ken Zahorski
Director of Faculty Development

THANK YOU!



BOOKENDS



— New Books in the Faculty Development Resource Center —

- Annarelli, James John. *Academic Freedom and Catholic Higher Education*. New York: Greenwood Press, 1987.
- Barr, Margaret J. *Student Services and the Law*. San Francisco: Jossey-Bass Publishers, 1988.
- Baumgardner, Steve R. *College and Jobs—Conversations with Recent Graduates*. New York: Human Sciences Press, Inc., 1989.
- Boice, Robert. *Professors as Writers*. Long Beach, CA: Robert Boice, 1988.
- Booth, Wayne C. *The Vocation of a Teacher: Rhetorical Occasions — 1967-1988*. Chicago: The University of Chicago Press, 1988.
- Brodkey, Linda. *Academic Writing as Social Practice*. Philadelphia: Temple University Press, 1987.
- Cardozier, V.R. *American Higher Education: An International Perspective*. Brookfield, Vermont: Gower Publishing Company, 1987.
- Cervero, Ronald M. *Effective Continuing Education for Professionals*. San Francisco: Jossey-Bass Publishers, 1988.
- Derrick, Christopher. *Escape From Scepticism*. Peru, IL: Sherwood Sugden & Company, 1977.
- Diamond, Robert M. *Designing and Improving Courses and Curricula in Higher Education*. San Francisco: Jossey-Bass Publishers, 1989.
- Fuller, Timothy. *The Voice of Liberal Learning: Michael Oakeshott on Education*. New Haven: Yale University Press, 1989.
- Gatherer, W.A., ed. *The Quality of Teaching: A Special Issue of Scottish Educational Review*. Edinburgh: Scottish Academic Press, 1988.
- Giroux, Henry A. *Schooling and the Struggle for Public Life: Critical Pedagogy in the Modern Age*. Minneapolis: University of Minnesota Press, 1988.
- Heisler, William J., et.al. *Managing Human Resources Issues*. San Francisco: Jossey-Bass Publishers, 1989.
- Hodgson, Vivien E. *Beyond Distance Teaching — Towards Open Learning*. New York: Taylor & Francis, 1987.
- Howard, Edrice Marquerite. *Academic Year Abroad, 1989-90*. New York: Institute of International Education, 1989.
- Mathews, Jay. *Escalante: The Best Teacher in America*. New York: Henry Holt and Company, 1988.
- Menges, Robert J. and B. Claude Mathis. *Key Resources on Teaching, Learning, Curriculum, and Faculty Development*. San Francisco: Jossey-Bass Publishers, 1988.
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- Millman, Jason. *Handbook of Teacher Evaluation*. Beverly Hills: Sage Publications, 1981.
- Mohrman, Allan M., Jr., et.al. *Designing Performance Appraisal Systems*. San Francisco: Jossey-Bass Publishers, 1989.
- Murray, Donald M. *Expecting the Unexpected: Teaching Myself—and Others—To Read and Write*. Portsmouth, NH: Boyton/Cook Publishers, 1989.
- Murray, Donald M. *Learning by Teaching: Selected Articles on Writing and Teaching*. Portsmouth, NH: Boyton/Cook Publishers, 1982.
- Neilson, William A. W. and Chad Gaffield. *Universities in Crisis*. Montreal: The Institute for Research on Public Policy, 1986.
- Nutt, Paul C. *Making Tough Decisions*. San Francisco: Jossey-Bass Publishers, 1989.
- Sherman, Robert R. and Rodman B. Webb. *Qualitative Research in Education*. New York: The Falmer Press, 1988.
- Silny, Josef. *Handbook on Establishing an International Recruitment Program*. Princeton, NJ: Peterson's Guides, 1987.
- Sternberg, Robert J. *The Triarchic Mind: A New Theory of Human Intelligence*. New York: Viking Penguin Inc., 1988.
- Taylor, Harold L. *Managing Your Memory*. Ontario: Time Consultants Inc., 1988.
- Wegener, Charles. *Liberal Education and the University*. Chicago: The University of Chicago Press, 1978.
- White, Edward M. *Developing Successful College Writing Programs*. San Francisco: Jossey-Bass Publishers, 1989.

Opportunity Calendar

— Fall Semester —

Friday, September 1 —

3:00 - 4:15 p.m., Union Conference Room 201 BC. Mentor Mixer: New and experienced mentors informational session.

Friday, September 8 —

3:00 - 4:30 p.m., Carriage House Basement Lounge. Faculty Book Discussion Series: *The Last Intellectuals*. (Also Sept. 22, 29)

Tuesday, September 12 —

12:00 - 1:00 p.m., Union Conference Room 201 BC. "Food for Thought": Rick (Mathematics) and Cindy Poss, "China: Exchanges and Changes."

Tuesday, September 12 —

3:00 - 4:15 p.m., Union Conference Room 201 BC. New Faculty Orientation Round-Table: "The First Two Weeks of Teaching at S.N.C.: A Retrospective."

Wednesday, September 13 —

7:00 p.m., Boyle 122. International Film Series: *Place of Weeping*.

Friday, September 22 —

3:00 - 4:30 p.m., Carriage House Basement Lounge. Faculty Book Discussion Series: *The Last Intellectuals* (Also Sept. 29).

Wednesday, September 27 —

7:30 p.m., Boyle 122. ISAC and Killeen Chair South Africa Teach-in: Two film documentaries: *Generations for Resistance* and *Allan Boesak: Choosing for Justice*.

Thursday, September 28 —

7:30 p.m., Boyle 122. ISAC and Killeen Chair South Africa Teach-in: Robert Kramer (History) and Karina O'Malley (Sociology) on "The Current Situation in South Africa."

Friday, September 29 —

3:00 - 4:30 p.m., Carriage House Basement Lounge. Faculty Book Discussion Series: *The Last Intellectuals*.

Wednesday, October 4 —

7:30 p.m., Boyle 122. International Film Series: Either *A World Apart* or *Cry Freedom*.

Tuesday, October 10 —

7:00 p.m., Walters Theatre (APHFA) Killeen Chair event: Allan Boesak, speaker.

Tuesday, October 17 —

12:00 - 1:00 p.m., Union Conference Room 201 BC. "Food for Thought": Jim Cagle (Art) "Stone Rows and Circles: England and Scotland Through the Lens of a Sabbatical."

Friday, October 20 —

3:00 - 4:15 p.m., Union Conference Room 201 BC. New Faculty Orientation Round-Table: "Evaluating and Grading Students."

Wednesday, October 25 —

7:30 p.m., Boyle 122, ISAC and Killeen Chair South Africa Teach-In: Speakers — Christine Firer-Hinze (Religious Studies) and Larry McAndrews (History).

Tuesday, November 14 —

12:00 - 1:00 p.m., Union Conference Room 201 BC. "Food for Thought": David Duquette (Philosophy), Sandra Odorzynski (Economics), and Larry Thorsen (Mathematics), "Academic Integrity: Problems and Proposals."

Friday, November 17 —

3:00 - 4:15 p.m., Union Conference Room 201 BC. New Faculty Orientation Round-Table: "Using the Course Syllabus to Enhance Learning."